

12-15-2016

## University of Northern Iowa Secondary Teacher Education Senate Meeting Minutes, December 15, 2016

University of Northern Iowa. Secondary Teacher Education Senate.

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**Secondary Teacher Preparation Senate Meeting**  
**3:30-5:00 Thursday, December 15, 2016**  
**CBB 319**  
**Minutes**

I. Welcome and Guests

Present:

Nicole Skaar (Professional Sequence), Nadene Davidson (Clinical Experiences), Dianna Briggs (Business Education), Cathy Miller (Math Education), Kyle Gray (Science Education), Sheila Benson (English Education), Wendy Miller (Art Education), Kevin Droë (Music Education), Danielle Crowley (Special Education), Barb Bakker (PE/Health Education), Chad Christopher (Coordinator, Secondary Teacher Education), Vickie Robinson (AVP Educator Preparation), Elizabeth Zwanziger (Modern Language and TESOL)

Absent:

Kay Weller (Social Science), Scott Greenhalgh (Technology Education), Marilyn Shaw (Speech & Theatre Education)

II. Approval of November Senate Meeting Minutes

Minutes approved online.

III. Educator Preparation Program Outcomes Related to the New Mission & Vision—  
VOTE

Nicki moved to approve and Elizabeth seconded – motion passed.

IV. Possible Revision of Application Questions to the UNI Teacher Education Program

- ▶ Revision with new questions
  - Potentially tied to our new Mission, Vision, and Belief Statements:
  - For example:
    - ▶ What is “Social Justice” and how does it apply in a classroom context?
    - ▶ How might a teacher demonstrate advocacy in the classroom?
- Elementary Senate discussed in their meeting
- Discussed having a sub group to discuss application
- Main focus – send back application if things aren’t right – grammar, spelling – rethink what application is – they are told it is a professional writing sample
- GPA and Praxis Core are still requirements

- When students graduate, they will be writing a letter of application for a position so in essence they are selling themselves to a district – could this be step 1 to get them started?
- Concern about making the application too rigorous since they are young
- How might a teacher demonstrate advocacy in the classroom? How can you demonstrate advocacy?.... need a group to review prompting questions
- Pick one or two questions out of several
- Consequences for poorly written app? Currently the only consequence is that they have to re-do it.
- JD and Chad read all the applications at this point. What is the end goal? We need to get students thinking and reflecting – students have thoughts at the beginning and then during the last week of student teaching they need to do a reflection.
- Other ideas on possible consequences? Don't get into NOC at this point.
- Recommendations rather than re-do – get help with their writing
- Should delayed admission be a consequence?
- Call for a small group – Elementary and Secondary

## V. Teacher Education Program Class Completion Requirement

A. In December of 2008, the Council on Teacher Education passed the motion that, “Individuals will be suspended from the teacher education program if the individual is unable to meet program-mandated grade requirements for any required course in three attempts. The suspension will be for one year and will follow the defined procedures of the TCPRC.”

- How do you interpret this? What is the definition of program mandated grade requirements - Math, Art, English programs....?
  - One member mentioned that a student failed a course four times. Another member said they had a student that repeated a course five times. Do we have a limit on how many times a student can take a course?
  - What assistance can be provided....try to counsel them...tutoring...remediation...go to Community College to get assistance?
- 
- Can students pass Praxis if they aren't passing other classes?
  - Do we need to change the language – do we want this for Professional Sequence or Content Class?
  - This doesn't count for LAC courses.
  - Programs tend to be majors – depends on which academic department you are in
  - Question whether program is defined as Teacher Ed. and major or just Teacher Ed. If it is just Teacher Ed., we need to clarify that it is Professional Sequence.
  - If Major – sequence and required course in program/major
  - Question regarding number of students impacted. Chad said he could pull data from his system to see what courses have been repeated. He has seen dispositional issues in clinical areas. There is interest in seeing results in the content courses.

## VI. Iowa Core Curriculum Question

A. **79.15(6)** Teacher candidates demonstrate competency in content coursework directly related to the Iowa core.

1. The Core is a guideline for planning, differentiating, and assessing instruction. The effective instruction guidelines align with best practice. As candidates begin to prepare lesson plans, alignment is required as to how the lesson objectives are tied to the Iowa Core. During the clinical experience, candidates continue to document the Iowa Core standards. Candidates align their lesson to the standards of the professional organization, particularly for subject areas not addressed by the Iowa Common Core.
- ▶ During the clinical experience, candidates continue to document the Iowa Core Standards. Candidates align their lesson to the standards of the professional organization, particularly for subject areas not addressed by the Iowa Common Core.
  - ▶ When and where are we helping students demonstrate competency in content coursework directly related to the Iowa Core?
  - ▶ To what degree are we helping students demonstrate competency?
    - ▶ Beginning, Developing, Proficiency?
    - ▶ By student teaching students must be proficient
  - ▶ Level II lessons are to be tied either to Iowa Core or other national standards, depending upon the content area.
  - ▶ Level III - are we taking them beyond to proficient?
  - ▶ Where do you think our students are at when you work with them regarding their connection to the Iowa Core?
  - ▶ Vickie asked, "What is the definition of Beginning, Developing and Proficiency?" Are we working with students and introducing the Common Core? Should they be mastering it and who owns the mastery to say that students understand the Common Core?
  - ▶ Chad wants to talk with departments in Spring 2017 regarding the specific things being done in each one.

## VII. Methods Courses

A. NOC for C's

- Student Teaching Requirement-  
"All methods courses listed as prerequisites for student teaching with a grade of C (2.00) or higher as well as other departmental requirements"
- Is this well-known?  
Could Coordinator request instructors file an NOC for those below the C mark?
- Chad and Masa are working on programs for those listed on UNITED. There needs to be something to let all the depts. know that students need to repeat the course. What is the best way to make this clear?

- Sent out policy to all that teach methods so it is on the syllabus.
- Chad – email Tami if you have a student that has a grade issue.
- Send an email to methods people to let them know about students who got below mandated C score.
- Several members liked the idea of the NOC since below a C is a deficiency.

#### VIII. Update from the Executive Council

##### **November**

- ▶ Chapter 79 Faculty Standard Feedback
- ▶ Panthers Exploring Fields of Opportunity - Ben discussed this. Those that attended discovered that there is a meditation room there for staff to assist students that misbehave. They help the students learn to mediate which calms them down.
- ▶ Summary of Data Day  
Vickie is working on a survey but it will be hard to get the names of the students to do the survey. This is in regards to retention stats for TE majors. Many are lost after Level II. Why are we losing students?
- ▶ Kyle mentioned that we have more students than we have slots for in the Inquiry course.
- ▶ Retention Stats for TE Majors

##### **December- Postponed**

#### IX. Update on Matters Arising at the State/National

##### A. Federal Regulations Update

- ▶ US Dept. of Education: Federal Regulations – The Legislature can null and void the federal regulations but that has only been used once. Definitions developed at state level that will impact Teacher Ed. were mentioned and sub committees are working right now.
- ▶ IACTE  
Beyond the Iowa Core- They are the floor!
- ▶ Smarter Balanced (Nikki Skaar)-new state assessment coming in Spring of 2018. This is a summative assessment across the state and is very different from the Iowa Assessment. This new assessment is not norm referenced but rather criteria referenced. It is not timed and there are short answer and multiple choice as well as computer adaptive. It is a hard test and scores are expected to do down. How do we start preparing families? The lower scores don't mean that the teacher or the schools are bad.
- ▶ Change in BOEE exhibits

B. IACTE Fall Conference

Nadene – webinar IACTE – who is coming into chief position in DOE?

X. Upcoming Dates (subject to change)

**Elementary Senate**

January 12 CBB 319

February 2 CBB 319

March 9 (Joint) CBB1 & 3

April 6 CBB 319

April 27 CBB 319

**Secondary Senate**

January 19 CBB 319

February 16 CBB 319

March 9 (Joint) CBB 1 & 3

April 20 CBB 319

May 4 CBB 319